

Introduction

Welcome to the Next Generation Science Standards (NGSS) survey.

To get more information on the standards, please read the [Introduction to the Standards](#)

We strongly suggest that you read the [Instructions on how to complete the Next Generation Science Standards Survey](#) before you start.

Click "Next" to start the survey. At any time you can click the "Sections" button to go directly to specific questions on specific standards.

When you are done answering, click on the "Finished?" link in the bottom right corner to submit your answers.

Questions

Respondent Information

Are you providing feedback as an individual or on behalf of a group (e.g. such as your colleagues)?

[If you select Group, please skip ahead to the question "Which if the following best describes your group?".]

Individual
Group

In which state do you currently reside?

Alabama	Iowa	New Jersey	Utah
Alaska	Kansas	New Mexico	Vermont
Arizona	Kentucky	New York	Virginia
Arkansas	Louisiana	North Carolina	Washington
California	Maine	North Dakota	West Virginia
Colorado	Maryland	Ohio	Wisconsin
Connecticut	Massachusetts	Oklahoma	Wyoming
Delaware	Michigan	Oregon	I do not reside in the United States
District of Columbia	Minnesota	Pennsylvania	
Florida	Mississippi	Puerto Rico	
Georgia	Missouri	Rhode Island	
Hawaii	Montana	South Carolina	
Idaho	Nebraska	South Dakota	
Illinois	Nevada	Tennessee	
Indiana	New Hampshire	Texas	

Please select the one role that best describes you.

- Educator/Faculty member
- Education Assessment Specialist/Developer :
- Curriculum Developer
- Business/Industry
- Parent
- Student
- Governor's Office

Other

If you selected Educator/Faculty member above:

Please select the one specific role in Education or Education Administration that best describes you.

- K - 5 Teacher
- 6 - 12 Non-science Teacher
- 6 - 12 Science Teacher
- Post-secondary Faculty/Researcher
- School Administrator/Leader
- District Administrator/Leader
- State Government Education Policy Leader

If you selected Post-secondary Faculty/Researcher member above:

Please select ALL of the below that describe the field you are working in:

- General Sciences
- General Engineering
- K-5 Education
- 6-8 Science Education
- 9-12 Science Education
- Special Education Teacher/Expert
- English Language Acquisition Teacher/Expert
- Career and Technical Education Teacher/Expert
- English Language Arts
- Mathematics

Other

Which if the following best describes your group?

- State organization or membership association
- State education agency
- Local organization or membership association
- Local education agency
- Informal Education Organization
- K-12 School
- Higher Education
- Business
- Government (Governor's Office/Legislature)

Other :

Please write the name of your group in the box below.

Which state does your group represent?

National Group

Alabama

Alaska

Arizona

Arkansas

California

Colorado

Connecticut

Delaware

District of Columbia

Florida

Georgia

Hawaii

Idaho

Illinois

Indiana

Iowa

Kansas

Kentucky

Louisiana

Maine

Maryland

Massachusetts

Michigan

Minnesota

Mississippi

Missouri

Montana

Nebraska

Nevada

New Hampshire

New Jersey

New Mexico

New York

North Carolina

North Dakota

Ohio

Oklahoma

Oregon

Pennsylvania

Puerto Rico

Rhode Island

South Carolina

South Dakota

Tennessee

Texas

Utah

Vermont

Virginia

Washington

West Virginia

Wisconsin

Wyoming

Our group is not in the United States

General Survey on ALL K-12 Standards

The following questions pertain to all standards K - 12 and focus on the basic features of the Next Generation Science Standards. There are a total of fourteen questions in this survey section.

An opportunity to expand on your answer for any of these questions and to provide any other feedback will be presented at the end of this general survey, with an open-response question.

Did the document [Important Information about the Second Public Draft](#) provide enough information as background for the standards?

- 1- missing a significant amount of information
- 2- missing some information
- 3- enough information
- 4- a little too much material
- 5- way too much material
- N/A- I did not read the front matter

System Architecture

The System Architecture of the standards includes: 1) the assessable component, i.e., the performance expectations; 2) the foundation boxes, and 3) the connections boxes.

View the web page [How to Read the Next Generation Science Standards](#) for more information.

[No question on this page]

The NGSS website has tools to facilitate searching and viewing the standards in different ways. Two buttons at the bottom of the "Next Generation Science Standards" webpage allow users to "Search for standards by topic" and "Search for standards by DCI". (To view the web-based tools, click [here](#)) Instructions: Please mark the circle next to each of the search features that best describes how satisfied you are with the features of these web-based tools.

How satisfied are you with the following features of the web-based presentation of the standards?

	Selection
Search for standards by topic	Very Dissatisfied Slightly Dissatisfied Neutral Slightly Satisfied Very Satisfied NA did not use
Search for standards by DCI	Very Dissatisfied Slightly Dissatisfied Neutral Slightly Satisfied Very Satisfied NA did not use

Briefly explain any recommendations you have for improving the web-based presentation of the standards.

Clarity of the Performance Expectations (PE)

To strengthen student's understanding of how scientific knowledge develops and help them understand how scientists and engineers go about their work, each performance expectation combines one of the eight science and engineering practices with a disciplinary core idea and crosscutting concept.

Please mark the box beside each grade level/grade band and discipline that characterizes the extent to which you agree or disagree with the statement below for that core discipline area and grade level/grade band.

In general, the connections of the performance expectations to the crosscutting concepts are clear.

	Selection					
Elementary, grades K - 5	Definitely disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Definitely agree	Did not review this section
Middle School Life Sciences	Definitely disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Definitely agree	Did not review this section
Middle School Physical Sciences	Definitely disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Definitely agree	Did not review this section
Middle School Earth and Space Sciences	Definitely disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Definitely agree	Did not review this section
Middle School Engineering, Technology and Applications of Science	Definitely disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Definitely agree	Did not review this section
High School Life Sciences	Definitely disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Definitely agree	Did not review this section
High School Physical Sciences	Definitely disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Definitely agree	Did not review this section
High School Earth and Space Sciences	Definitely disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Definitely agree	Did not review this section
High School Engineering, Technology, and Applications of Science	Definitely disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Definitely agree	Did not review this section

Students meeting the NGSS Performance Expectations by the end of high school would have a good understanding of:

	Selection				
Disciplinary Core Ideas	Definitely Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Definitely Agree
Science and Engineering Practices	Definitely Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Definitely Agree
Crosscutting Concepts	Definitely Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Definitely Agree

Coherence

Following the vision of the Framework, the NGSS are intended to increase coherence in K-12 science education.

The following excerpt from the Framework explains the approach in more detail:

First, it is built on the notion of learning as a developmental progression. It is designed to help children continually build on and revise their knowledge and abilities, starting from their curiosity about what they see around them and their initial conceptions about how the world works. The goal is to guide their knowledge toward a more scientifically based and coherent view of the sciences and engineering, as well as of the ways in which they are pursued and their results can be used.

Second, the framework focuses on a limited number of core ideas in science and engineering both within and across the disciplines. The committee made this choice in order to avoid shallow coverage of a large number of topics and to allow more time for teachers and students to explore each idea in greater depth. Reduction of the sheer sum of details to be mastered is intended to give time for students to engage in scientific investigations and argumentation and to achieve depth of understanding of the core ideas presented. Delimiting what is to be learned about each core idea within each grade band also helps clarify what is most important to spend time on and avoid the proliferation of detail to be learned with no conceptual grounding.

Third, the framework emphasizes that learning about science and engineering involves integration of the knowledge of scientific explanations (i.e., content knowledge) and the practices needed to engage in scientific inquiry and engineering design. Thus the framework seeks to illustrate how knowledge and practice must be intertwined in designing learning experiences in K-12 science education.

- NRC Framework for K-12 Science Education, p. 10-11

[No question on this page]

Coherence - Developmental Progression

Please mark the extent to which you agree or disagree with the statements below for each of the four discipline areas shown in the leftmost column.

Students meeting the standards, as expressed in the performance expectations in **grades K - 2** would be well prepared for success in grades 3 - 5:

	Selection					
Life Sciences	Definitely Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Definitely Agree	Did not review this discipline
Physical Sciences	Definitely Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Definitely Agree	Did not review this discipline
Earth and Space Sciences	Definitely Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Definitely Agree	Did not review this discipline
Engineering, Technology, and Applications of Science	Definitely Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Definitely Agree	Did not review this discipline

Students meeting the standards, as expressed in the performance expectations in **grades 3 - 5** would be well prepared for success in grades 6 - 8.

	Selection					
Life Sciences	Definitely Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Definitely Agree	Did not review this discipline
Physical Sciences	Definitely Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Definitely Agree	Did not review this discipline
Earth and Space Sciences	Definitely Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Definitely Agree	Did not review this discipline
Engineering, Technology, and Applications of Science	Definitely Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Definitely Agree	Did not review this discipline

Students meeting the standards, as expressed in the performance expectations in **grade band 6 - 8** would be well prepared for success in grades 9 - 12.

	Selection					
Life Sciences	Definitely Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Definitely Agree	Did not review this discipline
Physical Sciences	Definitely Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Definitely Agree	Did not review this discipline
Earth and Space Sciences	Definitely Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Definitely Agree	Did not review this discipline
Engineering, Technology, and Applications of Science	Definitely Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Definitely Agree	Did not review this discipline

Students meeting the standards, as expressed in the performance expectations in **grade band 9 - 12** would be well prepared for success in general education college or career-track courses.

	Selection					
Life Sciences	Definitely Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Definitely Agree	Did not review this discipline
Physical Sciences	Definitely Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Definitely Agree	Did not review this discipline
Earth and Space Sciences	Definitely Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Definitely Agree	Did not review this discipline
Engineering, Technology, and Applications of Science	Definitely Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Definitely Agree	Did not review this discipline

Science and Engineering Practices and Crosscutting Concepts

The Framework identifies eight science and engineering practices that mirror the practices of professional scientists and engineers. These are intended to strengthen students skills in these practices at the same time as they develop their understanding of the nature of science and engineering. The Framework identifies seven crosscutting concepts, those unifying concepts that cut across the different disciplines of science. To these, two additional ideas have been added to highlight connections between the performance expectations and the Framework disciplinary core idea "Links Among Engineering, Technology, Science, and Society". The Framework does not specify grade-band endpoints for the practices, nor for the crosscutting concepts, but instead provides a summary of what students should know by the end of grade twelve and a hypothetical progression for each. To assist with writing the NGSS, grade-band endpoints were constructed for the science and engineering practices and crosscutting concepts that are based on these hypothetical progressions and twelfth-grade endpoints. These representations of the crosscutting concepts and practices appear in the supporting foundation box below each standard in the NGSS. The full set of science and engineering practices and crosscutting concepts used in the NGSS are described in the Science and Engineering Practices Matrix, Crosscutting Concepts Matrix. Below are links to these descriptions.

- [Science and Engineering Practices](#)
- [Matrix Crosscutting Concepts Matrix](#)

[No question on this page]

The Foundation Boxes provide additional information that expands and explains the Performance Expectations in relation to the three dimensions: Science and Engineering Practices; Disciplinary Core Ideas, and; Crosscutting Concepts, and the connections to the disciplinary core ideas of "Links Among Engineering, Technology, Science and Society".

Click on a cell in the matrix below to provide feedback on that aspect of the Science and Engineering Practice Matrix

If you do not have any comments on the matrix, click on Next

	K-2	3-5	6-8	9-12
Asking Questions and Defining Problems				
Developing and Using Models				
Planning and Carrying Out Investigations				
Analyzing and Interpreting Data				
Using Mathematics and Computational Thinking				
Constructing Explanations and Designing Solutions				
Engaging in Argument from Evidence				
Obtaining, Evaluating, and Communicating Information				

Click on a cell in the matrix below to provide feedback on that aspect of the Crosscutting Concept Matrix

If you do not have any comments on the matrix, click on Next

	K-2	3-5	6-8	9-12
Patterns				
Cause and Effect				
Scale, Proportion, and Quantity				
Systems and System Models				
Energy and Matter				
Structure and Function				
Stability and Change				

The following questions are statements about the utility of the K - 12 standards for classroom instruction, curriculum development, and assessment development. Please mark the box below each statement that best describes the level of guidance provided by the standards.

The guidance provided by the K - 12 standards overall is _____ that needed by educators for instruction.

- Much less than
- Somewhat less than
- The same as
- Somewhat more than
- Much more than

The guidance provided by the K-12 standards overall is _____ that needed for curriculum development.

- Much less than
- Somewhat less than
- The same as
- Somewhat more than
- Much more than

The guidance provided by the K-12 standards overall is _____ that needed for assessment development.

- Much less than
- Somewhat less than
- The same as
- Somewhat more than
- Much more than

General Recommendations for Improvement (Open Response)

Briefly explain any general recommendations you have for improving the NGSS.

Note: you will have the opportunity to comment on individual standards when providing feedback on each standard.

Elementary School Standards

Grades K - 2

K.SPM Structure and Properties of Matter

Feedback on standards for K.SPM Structure and Properties of Matter

	Is the performance expectation too prescriptive or too vague? 5- much too prescriptive 4- somewhat too prescriptive 3- appropriate 2- somewhat too vague 1- much too vague Not Applicable - Not Sure	How grade-appropriate is this performance expectation? 5- much more appropriate for a higher grade level 4- slightly more appropriate for a higher grade level 3- grade level appropriate 2- slightly more appropriate for a lower grade level 1- much more appropriate for a lower grade level Not Applicable - Not Sure	How relevant is this crosscutting concept to the core idea? 5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure	How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea? 5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure
K-PS1-a				
K-PS1-b				
K-PS1-c				

Suggest possible changes for those performance expectations that need additional work:

Feedback on standards for K.IRE Relationships in Ecosystems: Animals, Plants, and Their Environment

	Is the performance expectation too prescriptive or too vague? 5- much too prescriptive 4- somewhat too prescriptive 3- appropriate 2- somewhat too vague 1- much too vague Not Applicable - Not Sure	How grade-appropriate is this performance expectation? 5- much more appropriate for a higher grade level 4- slightly more appropriate for a higher grade level 3- grade level appropriate 2- slightly more appropriate for a lower grade level 1- much more appropriate for a lower grade level Not Applicable - Not Sure	How relevant is this crosscutting concept to the core idea? 5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure	How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea? 5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure
K-LS1-a				
K-ESS3-a				
K-ESS3-b				
K-ESS3-d				

Suggest possible changes for those performance expectations that need additional work:

Feedback on standards for K.WC Weather and Climate

	Is the performance expectation too prescriptive or too vague?	How grade-appropriate is this performance expectation?	How relevant is this crosscutting concept to the core idea?	How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?
	5- much too prescriptive 4- somewhat too prescriptive 3- appropriate 2- somewhat too vague 1- much too vague Not Applicable - Not Sure	5- much more appropriate for a higher grade level 4- slightly more appropriate for a higher grade level 3- grade level appropriate 2- slightly more appropriate for a lower grade level 1- much more appropriate for a lower grade level Not Applicable - Not Sure	5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure	5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure
K-ESS2-a				
K-ESS2-b				
K-ESS3-c				
K-PS3-a				
K-PS3-b				

Suggest possible changes for those performance expectations that need additional work:

1.W Waves: Light and Sound

Feedback on standards for 1.W Waves: Light and Sound

	Is the performance expectation too prescriptive or too vague? 5- much too prescriptive 4- somewhat too prescriptive 3- appropriate 2- somewhat too vague 1- much too vague Not Applicable - Not Sure	How grade-appropriate is this performance expectation? 5- much more appropriate for a higher grade level 4- slightly more appropriate for a higher grade level 3- grade level appropriate 2- slightly more appropriate for a lower grade level 1- much more appropriate for a lower grade level Not Applicable - Not Sure	How relevant is this crosscutting concept to the core idea? 5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure	How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea? 5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure
1-PS1-b				
1-PS1-d				
1-PS1-c				
1-PS1-a				
1-PS1-e				

Suggest possible changes for those performance expectations that need additional work:

1.SFIP Structure and Function and Information Processing

Feedback on standards for 1.SFIP Structure and Function and Information Processing

	Is the performance expectation too prescriptive or too vague? 5- much too prescriptive 4- somewhat too prescriptive 3- appropriate 2- somewhat too vague 1- much too vague Not Applicable - Not Sure	How grade-appropriate is this performance expectation? 5- much more appropriate for a higher grade level 4- slightly more appropriate for a higher grade level 3- grade level appropriate 2- slightly more appropriate for a lower grade level 1- much more appropriate for a lower grade level Not Applicable - Not Sure	How relevant is this crosscutting concept to the core idea? 5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure	How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea? 5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure
1-LS1-a				
1-LS1-b				
1-LS3-a				
1-LS1-c				
1-LS1-d				

Suggest possible changes for those performance expectations that need additional work:

1.SS Space Systems; Patterns and Cycles

Feedback on standards for 1.SS Space Systems; Patterns and Cycles

	Is the performance expectation too prescriptive or too vague?	How grade-appropriate is this performance expectation?	How relevant is this crosscutting concept to the core idea?	How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?
	5- much too prescriptive 4- somewhat too prescriptive 3- appropriate 2- somewhat too vague 1- much too vague Not Applicable - Not Sure	5- much more appropriate for a higher grade level 4- slightly more appropriate for a higher grade level 3- grade level appropriate 2- slightly more appropriate for a lower grade level 1- much more appropriate for a lower grade level Not Applicable - Not Sure	5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure	5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure
1-ESS1-c				
1-ESS1-a				
1-ESS1-b				

Suggest possible changes for those performance expectations that need additional work:

2.SPM Structures and Properties of Matter

Feedback on standards for 2.SPM Structures and Properties of Matter

	Is the performance expectation too prescriptive or too vague? 5- much too prescriptive 4- somewhat too prescriptive 3- appropriate 2- somewhat too vague 1- much too vague Not Applicable - Not Sure	How grade-appropriate is this performance expectation? 5- much more appropriate for a higher grade level 4- slightly more appropriate for a higher grade level 3- grade level appropriate 2- slightly more appropriate for a lower grade level 1- much more appropriate for a lower grade level Not Applicable - Not Sure	How relevant is this crosscutting concept to the core idea? 5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure	How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea? 5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure
2-PS1-c				
2-PS1-b				
2-PS1-d				
2-PS1-a				

Suggest possible changes for those performance expectations that need additional work:

2.FI Forces and Interactions: Pushes and Pulls

Feedback on standards for 2.FI Forces and Interactions: Pushes and Pulls

	Is the performance expectation too prescriptive or too vague?	How grade-appropriate is this performance expectation?	How relevant is this crosscutting concept to the core idea?	How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?
	5- much too prescriptive 4- somewhat too prescriptive 3- appropriate 2- somewhat too vague 1- much too vague Not Applicable - Not Sure	5- much more appropriate for a higher grade level 4- slightly more appropriate for a higher grade level 3- grade level appropriate 2- slightly more appropriate for a lower grade level 1- much more appropriate for a lower grade level Not Applicable - Not Sure	5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure	5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure
2-PS2-b				
2-PS2-a				
2-PS2-c				
2-PS3-a				
2-PS3-b				

Suggest possible changes for those performance expectations that need additional work:

2.IRE Interdependent Relationships in Ecosystems

Feedback on standards for 2.IRE Interdependent Relationships in Ecosystems

	Is the performance expectation too prescriptive or too vague? 5- much too prescriptive 4- somewhat too prescriptive 3- appropriate 2- somewhat too vague 1- much too vague Not Applicable - Not Sure	How grade-appropriate is this performance expectation? 5- much more appropriate for a higher grade level 4- slightly more appropriate for a higher grade level 3- grade level appropriate 2- slightly more appropriate for a lower grade level 1- much more appropriate for a lower grade level Not Applicable - Not Sure	How relevant is this crosscutting concept to the core idea? 5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure	How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea? 5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure
2-LS4-a				
2-LS2-a				
2-LS2-c				
2-LS2-b				

Suggest possible changes for those performance expectations that need additional work:

2.ESS Earth's Surface Systems: Processes that Shape the Earth

Feedback on standards for 2.ESS Earth's Surface Systems: Processes that Shape the Earth

	Is the performance expectation too prescriptive or too vague?	How grade-appropriate is this performance expectation?	How relevant is this crosscutting concept to the core idea?	How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?
	5- much too prescriptive 4- somewhat too prescriptive 3- appropriate 2- somewhat too vague 1- much too vague Not Applicable - Not Sure	5- much more appropriate for a higher grade level 4- slightly more appropriate for a higher grade level 3- grade level appropriate 2- slightly more appropriate for a lower grade level 1- much more appropriate for a lower grade level Not Applicable - Not Sure	5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure	5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure
2-ESS2-e				
2-ESS2-a				
2-ESS2-f				
2-ESS2-b				
2-ESS2-c				
2-ESS2-d				

Suggest possible changes for those performance expectations that need additional work:

Grades 3-5

3.FI Forces and Interactions

Feedback on standards for 3.FI Forces and Interactions

	Is the performance expectation too prescriptive or too vague? 5- much too prescriptive 4- somewhat too prescriptive 3- appropriate 2- somewhat too vague 1- much too vague Not Applicable - Not Sure	How grade-appropriate is this performance expectation? 5- much more appropriate for a higher grade level 4- slightly more appropriate for a higher grade level 3- grade level appropriate 2- slightly more appropriate for a lower grade level 1- much more appropriate for a lower grade level Not Applicable - Not Sure	How relevant is this crosscutting concept to the core idea? 5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure	How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea? 5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure
3-PS2-b				
3-PS2-a				
3-PS2-c				
3-PS2-d				

Suggest possible changes for those performance expectations that need additional work:

3.IVT Inheritance and Variation of Traits: Life Cycles and Traits

Feedback on standards for 4.IVT Inheritance and Variation of Traits: Life Cycles and Traits

	Is the performance expectation too prescriptive or too vague? 5- much too prescriptive 4- somewhat too prescriptive 3- appropriate 2- somewhat too vague 1- much too vague Not Applicable - Not Sure	How grade-appropriate is this performance expectation? 5- much more appropriate for a higher grade level 4- slightly more appropriate for a higher grade level 3- grade level appropriate 2- slightly more appropriate for a lower grade level 1- much more appropriate for a lower grade level Not Applicable - Not Sure	How relevant is this crosscutting concept to the core idea? 5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure	How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea? 5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure
3-LS1-a				
3-LS3-a				
3-LS4-b				
3-LS4-c				

Suggest possible changes for those performance expectations that need additional work:

3.IRE Interdependent Relationships in Ecosystems

Feedback on standards for 3.IRE Interdependent Relationships in Ecosystems

	Is the performance expectation too prescriptive or too vague? 5- much too prescriptive 4- somewhat too prescriptive 3- appropriate 2- somewhat too vague 1- much too vague Not Applicable - Not Sure	How grade-appropriate is this performance expectation? 5- much more appropriate for a higher grade level 4- slightly more appropriate for a higher grade level 3- grade level appropriate 2- slightly more appropriate for a lower grade level 1- much more appropriate for a lower grade level Not Applicable - Not Sure	How relevant is this crosscutting concept to the core idea? 5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure	How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea? 5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure
3-LS4-d				
3-LS4-e				
3-LS4-a				
3-LS2-a				

Suggest possible changes for those performance expectations that need additional work:

3.WC Weather and Climate

Feedback on standards for 3.WC Weather and Climate

	Is the performance expectation too prescriptive or too vague? 5- much too prescriptive 4- somewhat too prescriptive 3- appropriate 2- somewhat too vague 1- much too vague Not Applicable - Not Sure	How grade-appropriate is this performance expectation? 5- much more appropriate for a higher grade level 4- slightly more appropriate for a higher grade level 3- grade level appropriate 2- slightly more appropriate for a lower grade level 1- much more appropriate for a lower grade level Not Applicable - Not Sure	How relevant is this crosscutting concept to the core idea? 5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure	How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea? 5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure
3-ESS2-a				
3-ESS2-b				
3-ESS2-c				
3-ESS3-a				
3-ESS3-b				

Suggest possible changes for those performance expectations that need additional work:

4.E Energy

Feedback on standards for 4.E Energy

	Is the performance expectation too prescriptive or too vague? 5- much too prescriptive 4- somewhat too prescriptive 3- appropriate 2- somewhat too vague 1- much too vague Not Applicable - Not Sure	How grade-appropriate is this performance expectation? 5- much more appropriate for a higher grade level 4- slightly more appropriate for a higher grade level 3- grade level appropriate 2- slightly more appropriate for a lower grade level 1- much more appropriate for a lower grade level Not Applicable - Not Sure	How relevant is this crosscutting concept to the core idea? 5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure	How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea? 5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure
4-PS3-a				
4-PS3-c				
4-PS3-b				
4-PS3-d				
4-PS3-e				
4-ESS3-a				

Suggest possible changes for those performance expectations that need additional work:

Feedback on standards for 4.W Waves

	Is the performance expectation too prescriptive or too vague? 5- much too prescriptive 4- somewhat too prescriptive 3- appropriate 2- somewhat too vague 1- much too vague Not Applicable - Not Sure	How grade-appropriate is this performance expectation? 5- much more appropriate for a higher grade level 4- slightly more appropriate for a higher grade level 3- grade level appropriate 2- slightly more appropriate for a lower grade level 1- much more appropriate for a lower grade level Not Applicable - Not Sure	How relevant is this crosscutting concept to the core idea? 5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure	How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea? 5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure
4-PS4-a				
4-PS4-b				
4-PS4-d				
4-PS4-e				

Suggest possible changes for those performance expectations that need additional work:

4.SFIP Structure, Function and Information Processing

Feedback on standards for 3.SFIP Structure, Function and Information Processing

	Is the performance expectation too prescriptive or too vague?	How grade-appropriate is this performance expectation?	How relevant is this crosscutting concept to the core idea?	How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?
	5- much too prescriptive 4- somewhat too prescriptive 3- appropriate 2- somewhat too vague 1- much too vague Not Applicable - Not Sure	5- much more appropriate for a higher grade level 4- slightly more appropriate for a higher grade level 3- grade level appropriate 2- slightly more appropriate for a lower grade level 1- much more appropriate for a lower grade level Not Applicable - Not Sure	5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure	5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure
4-LS1-a				
4-LS1-b				
4-LS1-c				
4-PS4-c				

Suggest possible changes for those performance expectations that need additional work:

4.ESS Earths Surface Systems: Processes that Shape the Earth

Feedback on standards for 4.ESS Earths Surface Systems: Processes that Shape the Earth

	Is the performance expectation too prescriptive or too vague?	How grade-appropriate is this performance expectation?	How relevant is this crosscutting concept to the core idea?	How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?
	5- much too prescriptive 4- somewhat too prescriptive 3- appropriate 2- somewhat too vague 1- much too vague Not Applicable - Not Sure	5- much more appropriate for a higher grade level 4- slightly more appropriate for a higher grade level 3- grade level appropriate 2- slightly more appropriate for a lower grade level 1- much more appropriate for a lower grade level Not Applicable - Not Sure	5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure	5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure
4-ESS2-a				
4-ESS2-b				
4-ESS1-a				
4-ESS2-c				
4-ESS3-b				

Suggest possible changes for those performance expectations that need additional work:

5.SPM Structures, Properties and Interactions of Matter

Feedback on standards for 5.SPM Structures, Properties and Interactions of Matter

	Is the performance expectation too prescriptive or too vague? 5- much too prescriptive 4- somewhat too prescriptive 3- appropriate 2- somewhat too vague 1- much too vague Not Applicable - Not Sure	How grade-appropriate is this performance expectation? 5- much more appropriate for a higher grade level 4- slightly more appropriate for a higher grade level 3- grade level appropriate 2- slightly more appropriate for a lower grade level 1- much more appropriate for a lower grade level Not Applicable - Not Sure	How relevant is this crosscutting concept to the core idea? 5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure	How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea? 5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure
5-PS1-c				
5-PS1-d				
5-PS1-e				
5-PS1-b				
5-PS1-a				

Suggest possible changes for those performance expectations that need additional work:

5.MEOE Matter and Energy in Organisms and Ecosystems

Feedback on standards for 5.MEOE Matter and Energy in Organisms and Ecosystems

	Is the performance expectation too prescriptive or too vague?	How grade-appropriate is this performance expectation?	How relevant is this crosscutting concept to the core idea?	How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?
	5- much too prescriptive 4- somewhat too prescriptive 3- appropriate 2- somewhat too vague 1- much too vague Not Applicable - Not Sure	5- much more appropriate for a higher grade level 4- slightly more appropriate for a higher grade level 3- grade level appropriate 2- slightly more appropriate for a lower grade level 1- much more appropriate for a lower grade level Not Applicable - Not Sure	5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure	5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure
5-LS2-c				
5-LS2-a				
5-PS3-a				
5-LS2-d				
5-LS2-b				

Suggest possible changes for those performance expectations that need additional work:

5.SS Space Systems: Stars and the Solar System

Feedback on standards for 5.SS Space Systems: Stars and the Solar System

	Is the performance expectation too prescriptive or too vague?	How grade-appropriate is this performance expectation?	How relevant is this crosscutting concept to the core idea?	How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?
	5- much too prescriptive 4- somewhat too prescriptive 3- appropriate 2- somewhat too vague 1- much too vague Not Applicable - Not Sure	5- much more appropriate for a higher grade level 4- slightly more appropriate for a higher grade level 3- grade level appropriate 2- slightly more appropriate for a lower grade level 1- much more appropriate for a lower grade level Not Applicable - Not Sure	5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure	5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure
5-ESS1-a				
5-PS2-a				
5-ESS1-b				
5-ESS1-c				
5-PS4-a				
5-PS4-b				

Suggest possible changes for those performance expectations that need additional work:

5.ESS Earth's Surface Systems

Feedback on standards for 5.ESS Earth's Surface Systems

	Is the performance expectation too prescriptive or too vague?	How grade-appropriate is this performance expectation?	How relevant is this crosscutting concept to the core idea?	How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?
	5- much too prescriptive 4- somewhat too prescriptive 3- appropriate 2- somewhat too vague 1- much too vague Not Applicable - Not Sure	5- much more appropriate for a higher grade level 4- slightly more appropriate for a higher grade level 3- grade level appropriate 2- slightly more appropriate for a lower grade level 1- much more appropriate for a lower grade level Not Applicable - Not Sure	5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure	5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure
5-ESS2-a				
5-ESS2-b				
5-ESS2-c				
5-ESS3-b				
5-ESS3-a				

Suggest possible changes for those performance expectations that need additional work:

Middle School Standards, Grades 6 - 8

Physical Sciences

MS.SPM Structure and Properties of Matter

Feedback on standards for MS.SPM Structure and Properties of Matter

	Is the performance expectation too prescriptive or too vague? 5- much too prescriptive 4- somewhat too prescriptive 3- appropriate 2- somewhat too vague 1- much too vague Not Applicable - Not Sure	How grade-appropriate is this performance expectation? 5- much more appropriate for a higher grade level 4- slightly more appropriate for a higher grade level 3- grade level appropriate 2- slightly more appropriate for a lower grade level 1- much more appropriate for a lower grade level Not Applicable - Not Sure	How relevant is this crosscutting concept to the core idea? 5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure	How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea? 5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure
MS-PS1-a				
MS-PS1-b				
MS-PS1-c				

Suggest possible changes for those performance expectations that need additional work:

Feedback on standards for MS.CR Chemical Reactions

	Is the performance expectation too prescriptive or too vague?	How grade-appropriate is this performance expectation?	How relevant is this crosscutting concept to the core idea?	How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?
	5- much too prescriptive 4- somewhat too prescriptive 3- appropriate 2- somewhat too vague 1- much too vague Not Applicable - Not Sure	5- much more appropriate for a higher grade level 4- slightly more appropriate for a higher grade level 3- grade level appropriate 2- slightly more appropriate for a lower grade level 1- much more appropriate for a lower grade level Not Applicable - Not Sure	5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure	5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure
MS-PS1-d				
MS-PS1-e				
MS-PS1-g				
MS-PS3-f				
MS-PS1-f				

Suggest possible changes for those performance expectations that need additional work:

Feedback on standards for MS.FI Forces and Interactions

	Is the performance expectation too prescriptive or too vague? 5- much too prescriptive 4- somewhat too prescriptive 3- appropriate 2- somewhat too vague 1- much too vague Not Applicable - Not Sure	How grade-appropriate is this performance expectation? 5- much more appropriate for a higher grade level 4- slightly more appropriate for a higher grade level 3- grade level appropriate 2- slightly more appropriate for a lower grade level 1- much more appropriate for a lower grade level Not Applicable - Not Sure	How relevant is this crosscutting concept to the core idea? 5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure	How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea? 5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure
MS-PS2-a				
MS-PS2-b				
MS-PS2-c				
MS-PS2-d				
MS-PS2-e				
MS-PS2-f				

Suggest possible changes for those performance expectations that need additional work:

Feedback on standards for MS.E Energy

	Is the performance expectation too prescriptive or too vague?	How grade-appropriate is this performance expectation?	How relevant is this crosscutting concept to the core idea?	How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?
	5- much too prescriptive 4- somewhat too prescriptive 3- appropriate 2- somewhat too vague 1- much too vague Not Applicable - Not Sure	5- much more appropriate for a higher grade level 4- slightly more appropriate for a higher grade level 3- grade level appropriate 2- slightly more appropriate for a lower grade level 1- much more appropriate for a lower grade level Not Applicable - Not Sure	5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure	5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure
MS-PS3-a				
MS-PS3-b				
MS-PS3-c				
MS-PS3-d				
MS-PS3-e				
MS-PS3-g				

Suggest possible changes for those performance expectations that need additional work:

Feedback on standards for MS.WER Waves and Electromagnetic Radiation

	Is the performance expectation too prescriptive or too vague?	How grade-appropriate is this performance expectation?	How relevant is this crosscutting concept to the core idea?	How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?
	5- much too prescriptive 4- somewhat too prescriptive 3- appropriate 2- somewhat too vague 1- much too vague Not Applicable - Not Sure	5- much more appropriate for a higher grade level 4- slightly more appropriate for a higher grade level 3- grade level appropriate 2- slightly more appropriate for a lower grade level 1- much more appropriate for a lower grade level Not Applicable - Not Sure	5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure	5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure
MS-PS4-a				
MS-PS4-b				
MS-PS4-c				
MS-PS4-d				
MS-PS4-e				

Suggest possible changes for those performance expectations that need additional work:

Life Sciences

MS.SFIP Structure, Function and Information Processing

Feedback on standards for MS.SFIP Structure, Function and Information Processing

	Is the performance expectation too prescriptive or too vague? 5- much too prescriptive 4- somewhat too prescriptive 3- appropriate 2- somewhat too vague 1- much too vague Not Applicable - Not Sure	How grade-appropriate is this performance expectation? 5- much more appropriate for a higher grade level 4- slightly more appropriate for a higher grade level 3- grade level appropriate 2- slightly more appropriate for a lower grade level 1- much more appropriate for a lower grade level Not Applicable - Not Sure	How relevant is this crosscutting concept to the core idea? 5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure	How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea? 5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure
MS-LS1-a				
MS-LS1-b				
MS-LS1-c				
MS-LS1-d				
MS-LS1-l				
MS-LS1-m				

Suggest possible changes for those performance expectations that need additional work:

Feedback on standards for MS.GDRO Growth, Development and Reproduction of Organisms

	Is the performance expectation too prescriptive or too vague?	How grade-appropriate is this performance expectation?	How relevant is this crosscutting concept to the core idea?	How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?
	5- much too prescriptive 4- somewhat too prescriptive 3- appropriate 2- somewhat too vague 1- much too vague Not Applicable - Not Sure	5- much more appropriate for a higher grade level 4- slightly more appropriate for a higher grade level 3- grade level appropriate 2- slightly more appropriate for a lower grade level 1- much more appropriate for a lower grade level Not Applicable - Not Sure	5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure	5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure
MS-LS1-i				
MS-LS1-h				
MS-LS3-a				
MS-LS1-g				
MS-LS1-e				
MS-LS3-b				
MS-LS4-g				
MS-LS1-f				

Suggest possible changes for those performance expectations that need additional work:

Feedback on standards for MS.MEOE Matter and Energy in Organisms and Ecosystems

	Is the performance expectation too prescriptive or too vague?	How grade-appropriate is this performance expectation?	How relevant is this crosscutting concept to the core idea?	How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?
	5- much too prescriptive 4- somewhat too prescriptive 3- appropriate 2- somewhat too vague 1- much too vague Not Applicable - Not Sure	5- much more appropriate for a higher grade level 4- slightly more appropriate for a higher grade level 3- grade level appropriate 2- slightly more appropriate for a lower grade level 1- much more appropriate for a lower grade level Not Applicable - Not Sure	5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure	5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure
MS-LS1-j				
MS-LS2-e				
MS-LS2-f				
MS-LS1-k				
MS-LS2-b				
MS-LS2-c				
MS-LS2-g				

Suggest possible changes for those performance expectations that need additional work:

MS.IRE Interdependent Relationships in Ecosystems

Feedback on standards for MS.IRE Interdependent Relationships in Ecosystems

	Is the performance expectation too prescriptive or too vague? 5- much too prescriptive 4- somewhat too prescriptive 3- appropriate 2- somewhat too vague 1- much too vague Not Applicable - Not Sure	How grade-appropriate is this performance expectation? 5- much more appropriate for a higher grade level 4- slightly more appropriate for a higher grade level 3- grade level appropriate 2- slightly more appropriate for a lower grade level 1- much more appropriate for a lower grade level Not Applicable - Not Sure	How relevant is this crosscutting concept to the core idea? 5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure	How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea? 5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure
MS-LS2-a				
MS-LS2-d				
MS-LS4-i				
MS-LS4-j				
MS-LS2-h				
MS-LS2-i				

Suggest possible changes for those performance expectations that need additional work:

Feedback on standards for MS.NSA Natural Selection and Adaptations

	Is the performance expectation too prescriptive or too vague? 5- much too prescriptive 4- somewhat too prescriptive 3- appropriate 2- somewhat too vague 1- much too vague Not Applicable - Not Sure	How grade-appropriate is this performance expectation? 5- much more appropriate for a higher grade level 4- slightly more appropriate for a higher grade level 3- grade level appropriate 2- slightly more appropriate for a lower grade level 1- much more appropriate for a lower grade level Not Applicable - Not Sure	How relevant is this crosscutting concept to the core idea? 5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure	How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea? 5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure
MS-LS4-a				
MS-LS4-c				
MS-LS4-b				
MS-LS4-d				
MS-LS4-e				
MS-LS4-f				
MS-L4-h				

Suggest possible changes for those performance expectations that need additional work:

Earth and Space Sciences

MS.SS Space Systems

Feedback on standards for MS.SS Space Systems

	Is the performance expectation too prescriptive or too vague? 5- much too prescriptive 4- somewhat too prescriptive 3- appropriate 2- somewhat too vague 1- much too vague Not Applicable - Not Sure	How grade-appropriate is this performance expectation? 5- much more appropriate for a higher grade level 4- slightly more appropriate for a higher grade level 3- grade level appropriate 2- slightly more appropriate for a lower grade level 1- much more appropriate for a lower grade level Not Applicable - Not Sure	How relevant is this crosscutting concept to the core idea? 5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure	How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea? 5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure
MS-ESS1-a				
MS-ESS1-b				
MS-ESS1-c				
MS-ESS1-d				
MS-ESS1-e				

Suggest possible changes for those performance expectations that need additional work:

Feedback on standards for MS.HE History of Earth

	Is the performance expectation too prescriptive or too vague?	How grade-appropriate is this performance expectation?	How relevant is this crosscutting concept to the core idea?	How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?
	5- much too prescriptive 4- somewhat too prescriptive 3- appropriate 2- somewhat too vague 1- much too vague Not Applicable - Not Sure	5- much more appropriate for a higher grade level 4- slightly more appropriate for a higher grade level 3- grade level appropriate 2- slightly more appropriate for a lower grade level 1- much more appropriate for a lower grade level Not Applicable - Not Sure	5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure	5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure
MS-ESS1-g				
MS-ESS1-f				
MS-ESS2-d				
MS-ESS2-o				
MS-ESS2-p				

Suggest possible changes for those performance expectations that need additional work:

Feedback on standards for MS.EIS Earth's Interior Systems

	Is the performance expectation too prescriptive or too vague?	How grade-appropriate is this performance expectation?	How relevant is this crosscutting concept to the core idea?	How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?
	5- much too prescriptive 4- somewhat too prescriptive 3- appropriate 2- somewhat too vague 1- much too vague Not Applicable - Not Sure	5- much more appropriate for a higher grade level 4- slightly more appropriate for a higher grade level 3- grade level appropriate 2- slightly more appropriate for a lower grade level 1- much more appropriate for a lower grade level Not Applicable - Not Sure	5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure	5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure
MS-ESS3-f				
MS-ESS2-e				
MS-ESS2-f				
MS-ESS2-a				
MS-ESS2-g				
MS-ESS3-a				

Suggest possible changes for those performance expectations that need additional work:

Feedback on standards for MS.ESS Earth's Surface Systems

	Is the performance expectation too prescriptive or too vague?	How grade-appropriate is this performance expectation?	How relevant is this crosscutting concept to the core idea?	How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?
	5- much too prescriptive 4- somewhat too prescriptive 3- appropriate 2- somewhat too vague 1- much too vague Not Applicable - Not Sure	5- much more appropriate for a higher grade level 4- slightly more appropriate for a higher grade level 3- grade level appropriate 2- slightly more appropriate for a lower grade level 1- much more appropriate for a lower grade level Not Applicable - Not Sure	5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure	5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure
MS-ESS2-b				
MS-ESS2-k				
MS-ESS2-c				
MS-ESS2-l				
MS-ESS3-b				
MS-ESS3-g				

Suggest possible changes for those performance expectations that need additional work:

Feedback on standards for MS.WC Weather and Climate

	Is the performance expectation too prescriptive or too vague?	How grade-appropriate is this performance expectation?	How relevant is this crosscutting concept to the core idea?	How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?
	5- much too prescriptive 4- somewhat too prescriptive 3- appropriate 2- somewhat too vague 1- much too vague Not Applicable - Not Sure	5- much more appropriate for a higher grade level 4- slightly more appropriate for a higher grade level 3- grade level appropriate 2- slightly more appropriate for a lower grade level 1- much more appropriate for a lower grade level Not Applicable - Not Sure	5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure	5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure
MS-ESS2-m				
MS-ESS2-n				
MS-ESS2-h				
MS-ESS2-i				
MS-ESS2-j				
MS-ESS3-h				

Suggest possible changes for those performance expectations that need additional work:

Feedback on standards for MS.HI Human Impacts

	Is the performance expectation too prescriptive or too vague?	How grade-appropriate is this performance expectation?	How relevant is this crosscutting concept to the core idea?	How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?
	5- much too prescriptive 4- somewhat too prescriptive 3- appropriate 2- somewhat too vague 1- much too vague Not Applicable - Not Sure	5- much more appropriate for a higher grade level 4- slightly more appropriate for a higher grade level 3- grade level appropriate 2- slightly more appropriate for a lower grade level 1- much more appropriate for a lower grade level Not Applicable - Not Sure	5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure	5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure
MS-ESS3-j				
MS-ESS3-i				
MS-ESS3-k				
MS-ESS3-c				
MS-ESS3-d				
MS-ESS3-e				

Suggest possible changes for those performance expectations that need additional work:

Engineering, Technology and Applications of Science

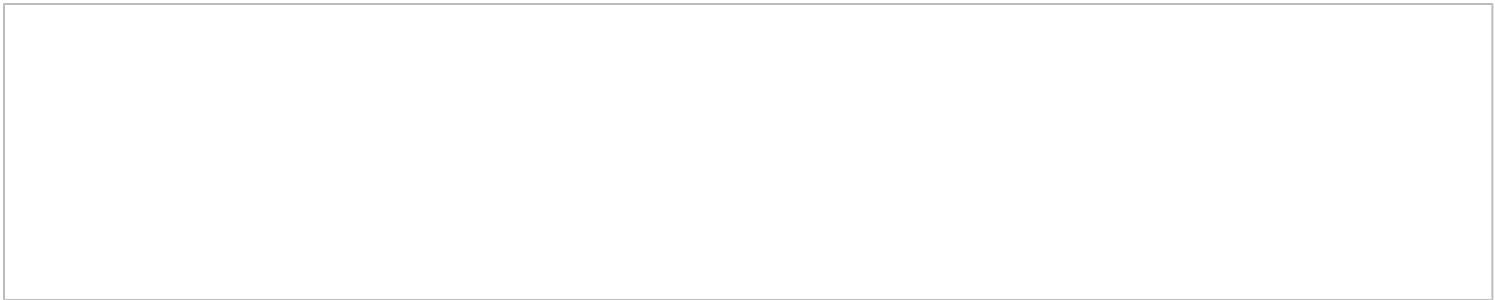
MS.ED Engineering Design

Feedback on standards for MS.ED Engineering Design

Note: Each of these performance expectations can also be found in the corresponding discipline topic.

	Is the performance expectation too prescriptive or too vague?	How grade-appropriate is this performance expectation?	How relevant is this crosscutting concept to the core idea?	How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?
	5- much too prescriptive 4- somewhat too prescriptive 3- appropriate 2- somewhat too vague 1- much too vague Not Applicable - Not Sure	5- much more appropriate for a higher grade level 4- slightly more appropriate for a higher grade level 3- grade level appropriate 2- slightly more appropriate for a lower grade level 1- much more appropriate for a lower grade level Not Applicable - Not Sure	5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure	5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure
MS-PS2-f				
MS-PS3-a				
MS-PS3-c				
MS-ESS3-c				
MS-ESS3-d				
MS-ESS3-e				
MS-ESS3-h				
MS-PS1-b				
MS-LS2-i				
MS-ESS1-d				
MS-PS1-g				
MS-PS3-g				
MS-LS2-g				
MS-ESS3-i				
MS-PS2-a				
MS-PS2-c				
MS-ESS1-e				
MS-PS4-e				

Suggest possible changes for those performance expectations that need additional work:



High School Standards

Physical Sciences

HS.SPM Structure and Properties of Matter

Feedback on standards for HS.SPM Structure and Properties of Matter

	Is the performance expectation too prescriptive or too vague? 5- much too prescriptive 4- somewhat too prescriptive 3- appropriate 2- somewhat too vague 1- much too vague Not Applicable - Not Sure	How grade-appropriate is this performance expectation? 5- much more appropriate for a higher grade level 4- slightly more appropriate for a higher grade level 3- grade level appropriate 2- slightly more appropriate for a lower grade level 1- much more appropriate for a lower grade level Not Applicable - Not Sure	How relevant is this crosscutting concept to the core idea? 5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure	How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea? 5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure
HS-PS1-a				
HS-PS1-b				
HS-PS1-c				
HS-PS2-f				
HS-PS1-d				
HS-PS1-j				
HS-PS3-g				

Suggest possible changes for those performance expectations that need additional work:

Feedback on standards for HS.CR Chemical Reactions

	Is the performance expectation too prescriptive or too vague?	How grade-appropriate is this performance expectation?	How relevant is this crosscutting concept to the core idea?	How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?
	5- much too prescriptive 4- somewhat too prescriptive 3- appropriate 2- somewhat too vague 1- much too vague Not Applicable - Not Sure	5- much more appropriate for a higher grade level 4- slightly more appropriate for a higher grade level 3- grade level appropriate 2- slightly more appropriate for a lower grade level 1- much more appropriate for a lower grade level Not Applicable - Not Sure	5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure	5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure
HS-PS1-e				
HS-PS1-f				
HS-PS1-g				
HS-PS1-h				
HS-PS1-i				

Suggest possible changes for those performance expectations that need additional work:

Feedback on standards for HS.FI Forces and Interactions

	Is the performance expectation too prescriptive or too vague?	How grade-appropriate is this performance expectation?	How relevant is this crosscutting concept to the core idea?	How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?
	5- much too prescriptive 4- somewhat too prescriptive 3- appropriate 2- somewhat too vague 1- much too vague Not Applicable - Not Sure	5- much more appropriate for a higher grade level 4- slightly more appropriate for a higher grade level 3- grade level appropriate 2- slightly more appropriate for a lower grade level 1- much more appropriate for a lower grade level Not Applicable - Not Sure	5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure	5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure
HS-PS2-a				
HS-PS2-b				
HS-PS2-c				
HS-PS2-d				
HS-PS2-e				
HS-PS3-e				

Suggest possible changes for those performance expectations that need additional work:

Feedback on standards for HS.E Energy

	Is the performance expectation too prescriptive or too vague?	How grade-appropriate is this performance expectation?	How relevant is this crosscutting concept to the core idea?	How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?
	5- much too prescriptive 4- somewhat too prescriptive 3- appropriate 2- somewhat too vague 1- much too vague Not Applicable - Not Sure	5- much more appropriate for a higher grade level 4- slightly more appropriate for a higher grade level 3- grade level appropriate 2- slightly more appropriate for a lower grade level 1- much more appropriate for a lower grade level Not Applicable - Not Sure	5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure	5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure
HS-PS3-a				
HS-PS3-b				
HS-PS3-d				
HS.E.d				
HS-PS3-f				

Suggest possible changes for those performance expectations that need additional work:

Feedback on standards for HS.WER Waves and Electromagnetic Radiation

	Is the performance expectation too prescriptive or too vague?	How grade-appropriate is this performance expectation?	How relevant is this crosscutting concept to the core idea?	How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?
	5- much too prescriptive 4- somewhat too prescriptive 3- appropriate 2- somewhat too vague 1- much too vague Not Applicable - Not Sure	5- much more appropriate for a higher grade level 4- slightly more appropriate for a higher grade level 3- grade level appropriate 2- slightly more appropriate for a lower grade level 1- much more appropriate for a lower grade level Not Applicable - Not Sure	5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure	5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure
HS-PS4-a				
HS-PS4-b				
HS-PS4-c				
HS-PS4-d				
HS-PS4-e				
HS-PS4-f				
HS-PS4-g				
HS-PS4-h				

Suggest possible changes for those performance expectations that need additional work:

Life Sciences

HS.SFIP Structure, Function and Information Processing

Feedback on standards for HS.SFIP Structure, Function and Information Processing

	Is the performance expectation too prescriptive or too vague? 5- much too prescriptive 4- somewhat too prescriptive 3- appropriate 2- somewhat too vague 1- much too vague Not Applicable - Not Sure	How grade-appropriate is this performance expectation? 5- much more appropriate for a higher grade level 4- slightly more appropriate for a higher grade level 3- grade level appropriate 2- slightly more appropriate for a lower grade level 1- much more appropriate for a lower grade level Not Applicable - Not Sure	How relevant is this crosscutting concept to the core idea? 5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure	How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea? 5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure
HS-LS1-a				
HS-LS1-b				
HS-LS1-c				
HS-LS1-d				
HS-LS1-k				
HS-LS1-l				

Suggest possible changes for those performance expectations that need additional work:

Feedback on standards for HS.IVT Inheritance and Variation of Traits

	Is the performance expectation too prescriptive or too vague? 5- much too prescriptive 4- somewhat too prescriptive 3- appropriate 2- somewhat too vague 1- much too vague Not Applicable - Not Sure	How grade-appropriate is this performance expectation? 5- much more appropriate for a higher grade level 4- slightly more appropriate for a higher grade level 3- grade level appropriate 2- slightly more appropriate for a lower grade level 1- much more appropriate for a lower grade level Not Applicable - Not Sure	How relevant is this crosscutting concept to the core idea? 5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure	How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea? 5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure
HS-LS3-a				
HS-LS1-f				
HS-LS1-g				
HS-LS1-h				
HS-LS3-b				
HS-LS3-d				
HS-LS3-c				

Suggest possible changes for those performance expectations that need additional work:

Feedback on standards for HS.MEOE Matter and Energy in Organisms and Ecosystems

	Is the performance expectation too prescriptive or too vague?	How grade-appropriate is this performance expectation?	How relevant is this crosscutting concept to the core idea?	How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?
	5- much too prescriptive 4- somewhat too prescriptive 3- appropriate 2- somewhat too vague 1- much too vague Not Applicable - Not Sure	5- much more appropriate for a higher grade level 4- slightly more appropriate for a higher grade level 3- grade level appropriate 2- slightly more appropriate for a lower grade level 1- much more appropriate for a lower grade level Not Applicable - Not Sure	5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure	5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure
HS-LS1-h				
HS-LS1-i				
HS-LS1-j				
HS-LS2-d				
HS-LS2-g				
HS-LS2-e				
HS-LS2-f				
HS-LS2-c				

Suggest possible changes for those performance expectations that need additional work:

HS.IRE Interdependent Relationships in Ecosystems

Feedback on standards for HS.IRE Interdependent Relationships in Ecosystems

	Is the performance expectation too prescriptive or too vague? 5- much too prescriptive 4- somewhat too prescriptive 3- appropriate 2- somewhat too vague 1- much too vague Not Applicable - Not Sure	How grade-appropriate is this performance expectation? 5- much more appropriate for a higher grade level 4- slightly more appropriate for a higher grade level 3- grade level appropriate 2- slightly more appropriate for a lower grade level 1- much more appropriate for a lower grade level Not Applicable - Not Sure	How relevant is this crosscutting concept to the core idea? 5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure	How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea? 5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure
HS-LS2-a				
HS-LS2-l				
HS-LS2-h				
HS-LS2-i				
HS-LS2-j				
HS-LS2-k				
HS-LS2-g				

Suggest possible changes for those performance expectations that need additional work:

Feedback on standards for HS.NSE Natural Selection and Evolution

	Is the performance expectation too prescriptive or too vague? 5- much too prescriptive 4- somewhat too prescriptive 3- appropriate 2- somewhat too vague 1- much too vague Not Applicable - Not Sure	How grade-appropriate is this performance expectation? 5- much more appropriate for a higher grade level 4- slightly more appropriate for a higher grade level 3- grade level appropriate 2- slightly more appropriate for a lower grade level 1- much more appropriate for a lower grade level Not Applicable - Not Sure	How relevant is this crosscutting concept to the core idea? 5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure	How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea? 5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure
HS-LS4-b				
HS-LS4-d				
HS-LS4-c				
HS-LS4-e				
HS-LS4-f				
HS-LS4-a				

Suggest possible changes for those performance expectations that need additional work:

Earth and Space Sciences

HS.SS Space Systems

Feedback on standards for HS.SS Space Systems

	Is the performance expectation too prescriptive or too vague? 5- much too prescriptive 4- somewhat too prescriptive 3- appropriate 2- somewhat too vague 1- much too vague Not Applicable - Not Sure	How grade-appropriate is this performance expectation? 5- much more appropriate for a higher grade level 4- slightly more appropriate for a higher grade level 3- grade level appropriate 2- slightly more appropriate for a lower grade level 1- much more appropriate for a lower grade level Not Applicable - Not Sure	How relevant is this crosscutting concept to the core idea? 5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure	How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea? 5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure
HS-ESS1-b				
HS-ESS1-c				
HS-ESS1-a				
HS-ESS1-d				
HS-ESS1-e				
HS-ESS1-f				

Suggest possible changes for those performance expectations that need additional work:

Feedback on standards for HS.HE History of Earth

	Is the performance expectation too prescriptive or too vague?	How grade-appropriate is this performance expectation?	How relevant is this crosscutting concept to the core idea?	How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?
	5- much too prescriptive 4- somewhat too prescriptive 3- appropriate 2- somewhat too vague 1- much too vague Not Applicable - Not Sure	5- much more appropriate for a higher grade level 4- slightly more appropriate for a higher grade level 3- grade level appropriate 2- slightly more appropriate for a lower grade level 1- much more appropriate for a lower grade level Not Applicable - Not Sure	5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure	5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure
HS-ESS1-g				
HS-ESS1-i				
HS-ESS1-j				
HS-ESS1-h				
HS-ESS2-l				

Suggest possible changes for those performance expectations that need additional work:

Feedback on standards for HS.ES Earth's Systems

	Is the performance expectation too prescriptive or too vague?	How grade-appropriate is this performance expectation?	How relevant is this crosscutting concept to the core idea?	How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?
	5- much too prescriptive 4- somewhat too prescriptive 3- appropriate 2- somewhat too vague 1- much too vague Not Applicable - Not Sure	5- much more appropriate for a higher grade level 4- slightly more appropriate for a higher grade level 3- grade level appropriate 2- slightly more appropriate for a lower grade level 1- much more appropriate for a lower grade level Not Applicable - Not Sure	5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure	5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure
HS-ESS2-c				
HS-ESS2-d				
HS-ESS2-i				
HS-ESS2-a				
HS-ESS2-b				

Suggest possible changes for those performance expectations that need additional work:

Feedback on standards for HS.WC Weather and Climate

	Is the performance expectation too prescriptive or too vague?	How grade-appropriate is this performance expectation?	How relevant is this crosscutting concept to the core idea?	How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?
	5- much too prescriptive 4- somewhat too prescriptive 3- appropriate 2- somewhat too vague 1- much too vague Not Applicable - Not Sure	5- much more appropriate for a higher grade level 4- slightly more appropriate for a higher grade level 3- grade level appropriate 2- slightly more appropriate for a lower grade level 1- much more appropriate for a lower grade level Not Applicable - Not Sure	5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure	5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure
HS-ESS2-j				
HS-ESS2-g				
HS-ESS2-h				
HS-ESS2-k				
HS-ESS2-e				
HS-ESS2-f				
HS-ESS3-g				
HS-ESS3-h				

Suggest possible changes for those performance expectations that need additional work:

Feedback on standards for HS.HS Human Sustainability

	Is the performance expectation too prescriptive or too vague?	How grade-appropriate is this performance expectation?	How relevant is this crosscutting concept to the core idea?	How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea?
	5- much too prescriptive 4- somewhat too prescriptive 3- appropriate 2- somewhat too vague 1- much too vague Not Applicable - Not Sure	5- much more appropriate for a higher grade level 4- slightly more appropriate for a higher grade level 3- grade level appropriate 2- slightly more appropriate for a lower grade level 1- much more appropriate for a lower grade level Not Applicable - Not Sure	5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure	5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure
HS-ESS3-a				
HS-ESS3-b				
HS-ESS3-e				
HS-ESS3-i				
HS-ESS3-f				
HS-ESS3-c				
HS-ESS3-d				

Suggest possible changes for those performance expectations that need additional work:

	Is the performance expectation too prescriptive or too vague? 5- much too prescriptive 4- somewhat too prescriptive 3- appropriate 2- somewhat too vague 1- much too vague Not Applicable - Not Sure	How grade-appropriate is this performance expectation? 5- much more appropriate for a higher grade level 4- slightly more appropriate for a higher grade level 3- grade level appropriate 2- slightly more appropriate for a lower grade level 1- much more appropriate for a lower grade level Not Applicable - Not Sure	How relevant is this crosscutting concept to the core idea? 5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure	How well would meeting this performance expectation demonstrate a student's understanding of the disciplinary core idea? 5- completely 4- mostly 3- somewhat 2- slightly 1- not at all Not Applicable - Not Sure
HS-PS2-c				
HS-PS3-b				
HS-PS4-c				
HS-PS4-d				
HS-PS4-f				
HS-LS1-f				
HS-ESS1-f				
HS-ESS3-f				
HS-ESS3-h				
HS-PS3-f				
HS-ESS3-b				
HS-LS2-j				
HS-ESS2-b				
HS-PS2-a				
HS-ESS1-e				
HS-LS2-l				
HS-ESS2-c				
HS-LS3-c				
HS-ESS2-i				
HS-ESS3-e				

Suggest possible changes for those performance expectations that need additional work:

Conclusion

Thank you for your feedback on the Next Generation Science Standards.

Click the "Submit" button to finalize your answers. Once your answers are submitted, you will still be able to change your answers.

To change any of your answers, just reenter the survey through the link you received via email when you registered